

Section II

COMPREHENSIVE PREVENTION APPROACH

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IDAHO

Comprehensive Prevention Approach

“Student Assistance Program”

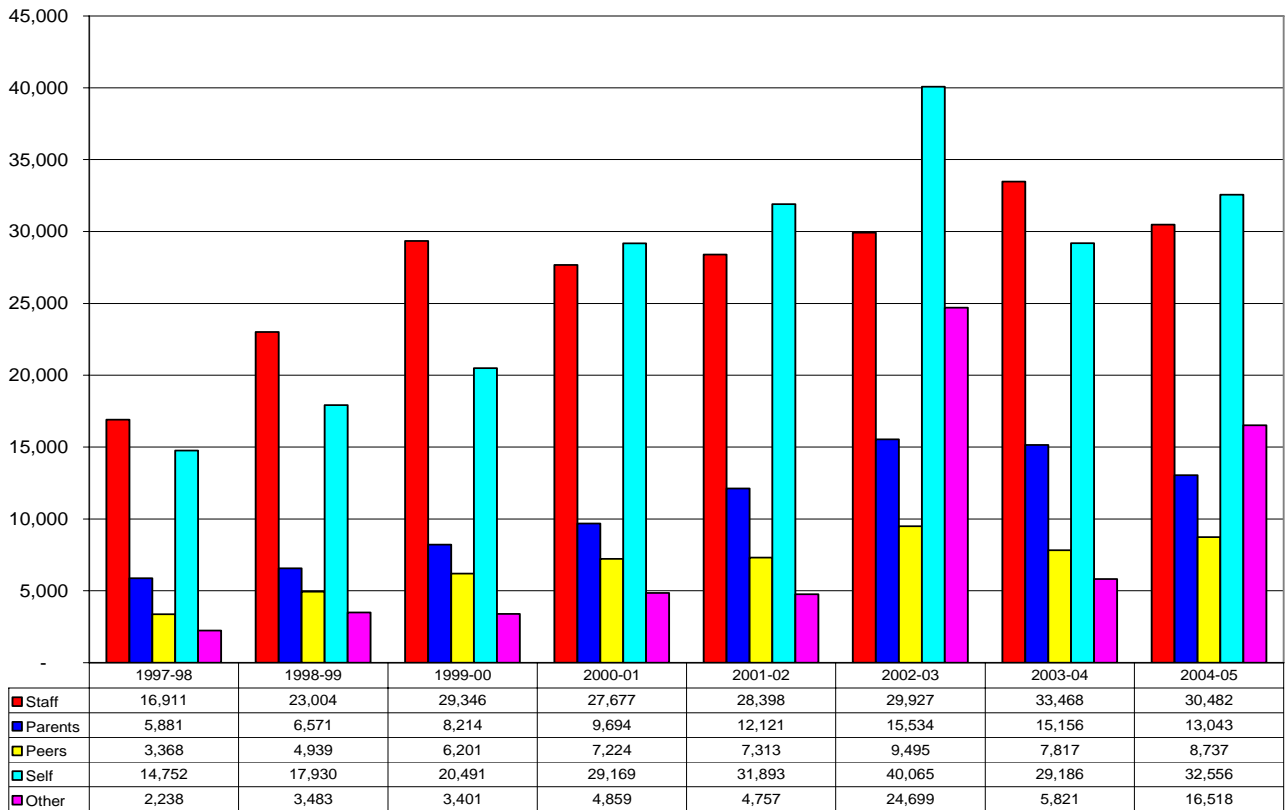
The Student Assistance Program (SAP) is a school-based prevention and early intervention system designed to foster student success and healthy development by addressing academic, social-emotional and behavioral health issues. Most programs are operated by a Student Assistance Team (SAT) that has representation from the key stakeholders within the school including administrators, teachers, guidance counselors, and, when possible, psychologists, social workers, and nurses. Students who are demonstrating “behaviors of concern” are referred by themselves, peers, staff, parents and others to teams that work with the student, the student’s family, faculty, staff and/or outside service providers to develop a plan to ensure student success.

There are 12 components of a Comprehensive Student Assistance Program

- Advisory Board**
- District Policies, Philosophy, Procedures**
- Education of Staff**
- Identification and Referral**
- Support Groups**
- Prevention Activities**
- Education and Support of Parents/Community**
- Curriculum Infusion**
- Community Networking**
- Evaluation**
- Program Leadership & Administration**
- Staff Wellness**

SAP “Identification and Referral” Component

1998-2005 Identification and Referral Comparisons



	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	Grand Total
Staff	16,911	23,004	29,346	27,677	28,398	29,927	33,468	30,482	220,522
Parents	5,881	6,571	8,214	9,694	12,121	15,534	15,156	13,043	87,031
Peers	3,368	4,939	6,201	7,224	7,313	9,495	7,817	8,737	55,434
Self	14,752	17,930	20,491	29,169	31,893	40,065	29,186	32,556	223,420
Other	2,238	3,483	3,401	4,859	4,757	24,699	5,821	16,518	65,815
Total	43,150	55,927	67,653	78,623	84,482	119,720	91,448	101,336	652,222

Reasons for referral may vary and usually include:

Suspected use/abuse of illegal substances; changes in behavior, appearance or groups of friends; a drop in academic achievement or an increase in absences from school.

Teams review every referral. Each case is given individual attention as members look for the “next logical intervention” in helping students toward success in school.

Intervention activities commonly employed include referrals to in-school groups, mentorships involving interested non-team staff members, conferences with parents, referrals to community agencies, and referrals for drug/alcohol assessments.

SAP Component “*Support Group*” Results

(Survey results of students participating in groups)

- 85%** Reported that the program gave them positive ways to deal with problems
- 83%** Reported that the program helped them stay in school
- 81%** Reported that they had felt increased feelings of self worth
- 77%** Reported that they had stopped or decreased use of tobacco, alcohol or other drugs
- 77%** Reported that the program had an overall positive effect
- 73%** Reported that the program had a positive effect on school attendance
- 71%** Reported that the program had a positive effect on overall school work

Students Assistance Program training is provided through discretionary grants from the State Tobacco Tax and Federal Title IV funding.

**2004-2005 Federal Title IV 20% Reserve Portion Grants
Greatest Need Competitive Awards**

District		Grant Amount	Programs
Basin	72	22,010	<ul style="list-style-type: none"> Through the Wildcat Pride program (and other programs) which includes classroom instruction, after-school program, student academy to help youth in economically deprived area. Program designed to serve all students in district.
Cassia	151	20,000	<ul style="list-style-type: none"> Night classes at Cassia Education Center for single parents, students on probation and career choice information Instruction on understanding the law Drugs and gang prevention information Spirit Walker counseling Funding pays for 5 hours per class Classes allow for heavy student involvement Targets students with substance abuse and GPA issues
Madison	321	28,000	<ul style="list-style-type: none"> School Resource Officer Counseling, no cost to students day care and director Serves five county area Substance abuse screening, tutors in reading and math Outdoor Education
Meridian (Drug Prevention Counselor)	002	28,000	<ul style="list-style-type: none"> Relapse Prevention Instructor (Drug Prevention Counselor) Facilitate successful return of student to regular school setting Remediate behaviors that contributed to removal of student to alternative program Parent information classes
Nampa	131	28,000	<ul style="list-style-type: none"> Using Love and Logic Model, change inappropriate behaviors of children Parent Education Workshops Professional Development Child care at elementary school workshops
Orofino	171	7,800	<ul style="list-style-type: none"> Target early onset of alcohol use within school district Leadership Summit for junior & senior high students Joint sessions for parents and students Life Skills curriculum infusion in upper elementary and junior high
Pocatello (Site Intervention Prevention Coordinator)	25	25,759	<ul style="list-style-type: none"> Four alternative programs at alternative high school: Turning Point, Cross Roads, Kinport Academy, and New Horizons Prepare at-risk students for successful future Maximize opportunities for substance abuse prevention and intervention Address safety issues for students and community
Post Falls (Student Dean – full time)	273	27,694	<ul style="list-style-type: none"> Reduce variety of serious and pervasive risk factors Increase numbers of Protective Factors & Development Assets that are in place Student Dean acting as a community and parent liaison, collaborates with prevention specialist and administrative team, meets with & monitors grades, attendance and behavior Reverse tide of increasing risk factors in middle school population
Twin Falls (Student Assistance Specialists)	411	28,000	<ul style="list-style-type: none"> Provide referral source for staff, parents and community Provide minimum of 24 student support groups in secondary buildings Increased ability of participating students to deal with problems in a positive manner
Total Awards		215,263	

2004-2005 Federal Title IV Greatest Need Competitive Grant Expenditures

District	No.	Grant Amount	Personnel	Materials, Supplies	Curric	Travel & Trans	Ed Activities & Purchased Services	Meals	Parent & Mentor Activities	Total	Type of Program	Participants
Basin	72	22,010	14,000	2,850		3,660	1,100			21,610	Prevention Instructions	479
Cassia	151	20,000	15,650	2767			1583			20,000	ASP & Evening Programs	191
Madison	321	28,000	28,000							28,000	School Resource Officer (SRO), Day Care Nursery Director	168
Meridian	002	28,000	28,354	0	0	0	0	0	0	28,354	Relapse Prevention Counselors	26
Nampa	131	28,000	27,096	442		0	0	0	0	27,538	Parent Education	536
Orofino	171	7,800	-	2909		781	1750	0	2286	7,726	IDFY & Parents/Students	1,059
Pocatello	25	25,759	24,480	450						24,930	Career Development, Resiliency	1,601
Post Falls	273	27,694	24,850							24,850	Student Dean, Liaison with SRO, Community Resource Worker	2,412
Twin Falls	411	28,000	28,000							28,000	Student Assistance Program Specialists	1,522
		215,263	190,430	9,418	0	4,441	4,433	0	2,286	211,008		
											Total Participation Reported	7,994

**2004-2005 Federal Title IV 20% Reserve Portion Grants
Community Service Awards for Suspended and Expelled Students**

District	No.	Grant Amount
Bannock County #013352	025	\$ 37,000
Blackfoot	055	\$ 37,000
Boise	001	\$ 37,000
Jefferson	251	\$ 37,000
Madison	321	\$ 37,000
Post Falls	273	\$ 37,000
Soda Springs (Caribou Consortium)	150	\$ 37,000
<i>\$50,000 additional from 2003-04</i>		\$ 259,000

Community Service for Suspended and Expelled Year End Expenditures and Projects

[illegible]

2004-2005 Year End Report
Title IV Federal Community Service for Suspended and Expelled Students

1. Students Served: How many Students served this year.				900	Totals
2	Suspended			No. Students	
		Male		600	
		Female		300	900
			Number on Probation	149	
3	Expelled				
		Male		9	
		Female		1	10
			Number on Probation	5	
	Note: Does not include 16 expelled to Intense Supervision Program at DJC				
	Ethnicity				
		Alaska Native		26	
		Asian		9	
		Black		9	
		Pacific Islander		0	
		White		728	
		Hispanic		129	900
4. Of the total number of students you have served this school year, how many students had the listed special education categories:					
a. Learning Disability				79	
b. Emotional Disturbance				2	
c. Health Impairment				1	
d. Speech, Language Impairment				3	
e. Cognitive Impairment				2	
f. Developmental Delay				0	
g. Hearing Impairment or Deafness				3	
h. Multiple Disabilities				0	
i. Orthopedic Impairment				1	
i Visual Impairment				0	91
5. Suspension Reason (Some suspended more than once):					
Drugs				39	
Weapons				16	
Disruptive Behavior				224	
Bullying-Harassment				76	
Truancy				414	769
Other: (Indicate reasons)					
DDRC Hearings, Disrespect, Tobacco, Incompletes					
Theft/Vandalism				15	
Inappropriate Language/Touching				11	
Fighting				48	74
6. Expelled					
Drugs				1	
Weapons				5	
Disruptive Behavior				3	
Bullying-Harassment				1	
Truancy				0	
Other: DDRC Hearings, Tobacco, Disrespect, Incompletes					
See Above Note				10	10

2004-2005 Year End Report Title IV Federal Community Service for Suspended and Expelled Students - Continued			
7. Some students may have been suspended more than once during the year. Of students served, how many were suspended			
	2-3 times	224	
	4-5 times	71	
	5+ times	45	340
8. Of the total number of students you have served this school year, how many:			
Successfully completed program		872	
Transitioned back to original school		840	
Received a GED		0	
Transferred to another school		33	
Are now home schooled		1	
Other: GED, Home Schooled		0	
Left program without completing it		55	
Were expelled from program		10	
Dropped out of school		27	
Are incarcerated		4	
Are receiving day treatment		1	
9. How many of the total number of students you have served this school year:			
Have reduced at least one failing grade			343
Have improved their attendance			482
Have reduced their discipline referrals			586
Six out of seven grantees report on track with goals			
One grantee reports slow start but moving ahead			

2004-2005 Snapshot of Safe and Drug-Free School Programs

SCIENTIFIC RESEARCH-BASED RISK AND PROTECTIVE FACTORS

Source: National Institute on Drug Abuse. Preventing Drug Use Among Children and Adolescents: A Research-Based Guide for the Community (1997)

In more than 20 years of drug abuse research, the National Institute on Drug Abuse (NIDA) has identified important principles for prevention programs in the family, school, and community. Prevention programs often are designed to enhance “protective factors” and to reduce “risk factors.” Protective factors are those associated with reduced potential for drug use. Risk factors are those that make drug use more likely. Research has shown that many of the same factors apply to other behaviors such as youth violence, delinquency, school dropout, risky sexual behaviors, and teen pregnancy.

Idaho school district prevention programs are designed to enhance “protective factors” and move toward reversing or reducing known “risk factors.”

- Protective factors include strong and positive bonds within a pro-social family; parental monitoring; clear rules of conduct that are consistently enforced within the family; involvement of parents in the lives of their children; success in school performance; strong bonds with other pro-social institutions such as school and religious organizations; and adoption of conventional norms about drug use.
- Risk factors include chaotic home environments, particularly in which parents abuse substances or suffer from mental illnesses; ineffective parenting especially with children with difficult temperaments or conduct disorders; lack of mutual attachments and nurturing; inappropriately shy or aggressive behavior in the classroom; failure in school performance; poor social coping skills; affiliations with deviant peers or peers displaying deviant behaviors; and perceptions of approval of drug-using behavior in family, work, school, peer, and community environments.

2004-05 Snapshot of Curriculum, Programs and Services Being Implemented

Curriculum	Program / Activities	Services
Life Skills	Natural Helpers	Tobacco Cessation
Project Alert	Student Assistance Program	Teen Court
Here's Looking at You	Student Support Group	Impact Teams
Get Real About Tobacco	STAR Tutoring	Program Advisory Board
Tar Wars®	Lunch Buddy Mentoring	School Counseling
Respect and Protect	IDFY (Idaho Drug-Free Youth)	Adult to Youth Mentoring
Second Step	After School Programs	School Resource Officer
Don't Laugh at Me	Conflict Managers	Health Fairs
Positive Action	Red Ribbon Week	Drug Testing
Project Northland	Tobacco Gear Exchange	Policy Groups
Paths	Project Graduation	Port of Hope Counselor
Great Body Shop	School Mentor Program	
Lion Quest	Peer Mediation	
Character Education	United Cultures Club	
Health Education	Saturday School	
All Stars	Freshmen Asset Day	
Tribes	Foster Grandparent Program	
DARE	Peaceworks	
Driver Education		

	Project Safe Place	
Parent/Community Programs Activities		
Parent Project	Parent Library Center	Celebrate Graduation
Parent Night	Hispanic Parent Night	Red Ribbon Week
Love and Logic	Parent Read with Kids	Systematic Effective
Parent Train.		
Parents Read with Kids		